

4-1919

## **The Quarterly of the Washington State Normal School Ellensburg. Announcement of the Summer Quarter Beginning June 16, 1919**

Central Washington University

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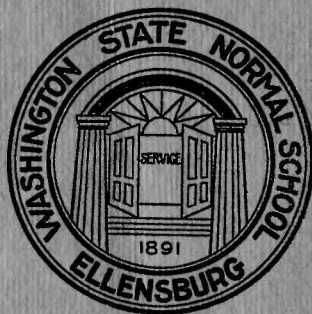
APRIL, 1919

No. 4

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**THE QUARTERLY**  
**OF THE**  
**Washington State Normal**  
**School**  
**ELLENSBURG**



**Announcement of the Summer Quarter**  
**Beginning June 16,**  
**1919**

**Published Quarterly by the Washington State Normal School at**  
**Ellensburg, Washington**

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**THE SUMMER SESSIONS**  
**OF THE**  
**Washington State Normal School**  
**OF**  
**ELLENSBURG**

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**CALENDAR, 1919**

**ELLENSBURG**

Registration Days.....Monday, June 16; Tuesday, June 17  
Holiday .....Friday, July 4  
End of First Term.....Friday, July 25  
Beginning of Second Term.....Monday, July 28  
Close of Second Term.....Friday, August 29

**Training Department for Elementary Teachers Maintained on the  
Campus of the University of Washington**

Registration Days.....Monday, June 16; Tuesday, June 17  
Holiday .....Friday, July 4  
End of First Term.....Friday, July 25  
Beginning of Second Term.....Monday, July 28  
Close of Second Term.....Friday, August 29

**Training Department for Elementary Teachers at  
Tacoma, Washington**

Registration Day .....Monday, June 16  
Holiday .....Friday, July 4  
Closing Day .....Friday, August 15

## **FACULTY**

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**GEORGE H. BLACK**

President

**RALPH W. SWETMAN**

Director of Training Departments

**EDWARD G. ANDERSON**

Principal of Training School

**MABEL ANDERSON**

Assistant in Primary Grades

**IDA COLLINGS**

Teacher of Penmanship

**MARGARET ADAIR DAVIDSON**

Assistant in English Department

**O. E. DRAPER**

Head of Department of Business Education

**LOUISE FARWELL**

Assistant Supervisor of Primary Grades

**MARY A. GRUPE**

Head of Department of Psychology

**NICHOLAS E. HINCH**

Head of Department of English and Modern Languages

**ADELINE B. HUNT**

Head of Department of Fine and Applied Arts

**MADELINE LIBERT**

Head of Department of Home Economics

**MARY LUTZ**

Assistant in Department of Physical Education

**MABEL LYTTON**

Dean for Women

SADIE R. MCKINSTRY

Assistant in Grammar Grades

ZELLA H. MORRIS

Supervisor of Intermediate Grades

EDITH J. MORTON

Supervisor of Grammar Grades

JOHN P. MUNSON

Head of Department of Biological Sciences

MARIE PIERSON

Observation Teacher Ungraded Training School

NELLIE A. ROEGNER

Assistant Librarian

FLOY A. ROSSMAN

Head of Department of Music

MYRTLE SHOLTY

Supervisor of Primary Grades

ANGELINE SMITH

Registrar and Appointment Secretary

HELEN SMITH

Assistant in Kindergarten Department

SELDEN SMYSER

Head of Department of Social Sciences

WILLIAM T. STEPHENS

Head of Department of Education

JESSIE STAUFFER

Assistant in Grammar Grades

ALICE WILMARTH

Head of Department of Physical Education

HENRY J. WHITNEY

Head of Department of Vocational Education

E. A. HOLLINGSWORTH

Manual Training

CHARLES FAGAN

Principal Cascade School, Seattle, Washington

Extension Teacher Review Subjects

GRANT H. COLTON

Broadway High School, Seattle, Washington

Extension Teacher Review Subjects

LINDEN McCULLOUGH

Superintendent of Schools, Ellensburg, Washington

High School and Review Subjects

MELLICENT McNEIL

High School and Review Subjects

STANLEY SHRADER

Grammar Grade Supervisor

(To be appointed)

Observation Teacher, Grammar Grades

(To be appointed)

Observation Teacher, Primary Grades

(To be appointed)

Assistant in Education

(To be appointed)

Assistant in Psychology

(To be appointed)

Assistant in Art

# The Ellensburg State Normal School

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## SUMMER QUARTER, 1919

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Ellensburg .....12 weeks

The regular fourth quarter, with work in all departments,  
during two terms of six weeks each.

Seattle .....12 weeks

A Training Department for elementary teachers located  
by special permission on the campus of the University of  
Washington and in the city of Seattle.

Tacoma .....9 weeks

A Training Department for elementary teachers located  
in the buildings of the College of Puget Sound and in the  
city of Tacoma.

### ELLENSBURG

All regular courses of the junior and senior years and the  
advanced course of the third year will be offered for credit.

Special review courses will be offered for those who wish to  
take the August examinations for certificates, also those who hold  
second grade certificates under the old law may take the required  
work for renewal of their certificates.

In addition to the above, courses in high school subjects will  
be organized under the supervision of the Normal School. By  
means of these courses high-school students lacking credit due to  
absence from school during the influenza epidemic may make up  
their deficiency, or others desiring to obtain additional high school  
credits may take this opportunity to do so. The teachers in this  
department will be chosen from those employed in accredited  
high schools.

A complete training school of eight grades will be maintained  
for practice teaching facilities for the first term of six weeks.

### SEATTLE

Permission has been granted for the establishment in Seattle and on the campus of the University of Washington, a Training Department under the direction and control of the Washington State Normal School of Ellensburg. This Training Department will offer courses in observation, methods, practice teaching, educational theory, psychology and other branches pertaining specifically to the professional training of teachers, and in such branches of work as will fit them to meet the demands of present day public school needs in the state of Washington.

This Training Department is designed especially to meet the needs of graded elementary schools in cities and towns. It will emphasize especially the newer methods in graded school work, will give specific instruction and demonstration of project method teaching in the first eight grades, will place special emphasis on (1) the organization of school work to meet present day demands for the socialization of the school, (2) on work especially aimed at Americanization, (3) on the use and application of standard tests and measurements and the making of mental tests of children of elementary school age. This Training Department will also provide specific instruction for teachers preparing to undertake the new work in physical education prescribed for all schools of the state of Washington by the legislature of 1919.

The courses offered in this Training Department will also include investigation of problems dealing with elementary school curricula and the proper utilization of such curricula for the benefit of children enrolled in such grades. Instruction will be given in the application of the principles of psychology to daily class-room procedure.

This Training Department in addition to the above will provide for the nine weeks of professional training required by law of all candidates for certificates by examination.

### TACOMA

The scope of the work in the Training Department established at Tacoma is planned to supply the same general requirements as in the above, in the training of teachers for ungraded schools.

The nine weeks professional training course required of candidates for certificates will be offered in this department.



### **EXPENSES**

#### **1. Fees**

All students registering in any department during the summer quarter will be required to pay a registration fee of \$10.00. This fee is good for one full year of forty-eight (48) consecutive weeks from date. Upon withdrawal, \$5.00 of this fee is returnable less the amount charged for any loss or damage to property or any library fines, excepting in the case of students enrolled in the review courses in preparation for teachers' examinations.

Students registering in review courses for teachers' examinations will be charged a fee of \$12.00 at Tacoma and \$10.00 at Seattle. No part of this fee is returnable.

Students registering for the high school courses only, will be charged a fee of \$9.00 for each term of six weeks, no part of which is returnable.

### **INFORMATION**

All inquiries regarding courses and credits in any of these schools should be addressed to:

President George H. Black, Washington State Normal School, Ellensburg, Washington.

By special permission arrangement has been made that inquiries in regard to living accommodations in Seattle shall be addressed to:

Dean Frederick Bolton, Director of the University Summer School, Seattle, Washington.

Inquiries regarding living accommodations at the Tacoma summer session should be addressed to:

Professor O. E. Reynolds, Director of the Summer School, Tacoma, Washington.

### **DIPLOMAS AND CERTIFICATES**

Regular certificates and diplomas will be issued at the close of the summer quarter to those who have completed the required Normal School courses.

## **COURSES OFFERED IN THE SUMMER SESSION**

All courses listed below will be offered at Ellensburg. Those marked with \* will be offered at Seattle also. Those marked with † will be offered at Tacoma as well as at Ellensburg.

Additional elective courses may be selected from the regular catalog of the Ellensburg State Normal School and from the courses offered by the University of Washington and the College of Puget Sound.

### **AGRICULTURE**

**1. General Agriculture.** This course will deal with important principles in the field of agriculture and the general practice of crop production, tillage, plant propagation, orcharding, poultry-raising, dairying, meat production, etc.

**2. Marketing Crops.** This course will take up the matter of handling the crop from the time it is harvested until it is put into the hands of the purchaser.

**3. Farm Projects.** A course for teachers who wish to go out into the country and organize the project work among the boys and girls. The course may be taken by teachers who are now doing work in the country schools as well as those who are preparing for such work.

### **ART**

MISS HUNT

**1. Drawing, Figure Sketching and Illustrating.** For primary grades. Charcoal, crayon and blackboard work.

**2. Figure Sketching and Illustrating.** An advanced course in figure sketching and illustrating from the standpoint of the needs of the intermediate and grammar grade teachers. Charcoal, pencil and water color.

**3. Elementary Design.** A beginning study of the principles of design and the application to some typical art problems of elementary schools.

**4. Applied Design and Industrial Art.** A study of the arts relating to the home. Elementary bookbinding and poster designing. Prerequisite, Course 3 or its equivalent.

**5. Occupation Work and Applied Art for Rural Schools.** This course is a modification of the regular art work in the one-room

rural school. Only such occupations and problems relating to rural school conditions will receive special attention.

**6. Art Projects.** This course consists in the making of such baskets as may be made in the elementary schools; pottery making and modeling of animals and figures used in the illustration of stories. Prerequisites, Art 1 or 2.

**10. Art Methods.** This course should be taken by those students who desire to do special art teaching or supervision. It includes planning a course of art work for all grades. Prerequisite, at least three courses in art.

† **11. Handwork for Kindergarten and Primary.** Function of construction as a means of expression in child life. Working out problems in cutting, tearing, simple weaving and sewing, paper modeling, doll house construction. Use of nature materials, sand table work. As far as possible the ordinary waste materials of the home, store and out-of-doors will be used.

## **BIOLOGICAL SCIENCES**

DR. MUNSON

**1. General Biology.** Lecture course on general biological sciences, anatomy, histology, ecology, taxonomy, distribution, embryology of plant and animals; genetics; differentiation, specialization, division of labor; the development of plant and animal tissues and organs; the fundamental biological functions of reproduction, nutrition, growth, self-preservation by protective devices and instincts—sensibility, sense organs and movement—animal behavior.

**2. Cell Biology.** Morphology and physiology; unicellular organisms; plant and animal tissue cells; sources and manifestations of energy in the cell; structure and composition of protoplasm; irritability, contractility, motion, respiration, nutrition, metabolism, foods, absorption, circulation, assimilation, growth, secretion, excretion and reproduction, fermentation, photosynthesis, regeneration and decay.

**3. Organic Evolution and Heredity.** A general lecture course designed to familiarize the student with the laws of development, the factors of organic evolution and the theories of heredity; artificial and natural selection, adaptation, preformation, epigenesis, use, mutations, Mendelism and the transmission of acquired char-

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† Tacoma.

acteristics, based on the theory of the continuity of the germ plasm; oogenesis, fertilization, segmentation, artificial parthenogenesis and experimental embryology.

**6. Bacteriology, Parasitology and Advanced Sanitation.** A practical course in the preparation of bacterial cultures and mounting permanent slides for microscopic study of bacteria. Lectures on disease.

**7. Neurology.** A study of the structure and physiology of the nervous system; the evolution of the nervous system in the animal kingdom; anatomy and histology of the nervous system of the frog, used as a basis for a general survey of the nervous system of man; the origin of the nervous system, involving the study of abnormal functions, together with the consideration of the experiments that have been performed and the effects of disease.

**8. Advanced Physiology.** A lecture course on comparative physiology and its bearings on advanced human physiology; physiology of nerve and muscle; sense organs; the function of irritability and contractility; work and fatigue, motion, respiration, nutrition, secretion, digestion, absorption, circulation, assimilation, growth, excretion, decay, old age, regeneration, and the struggle for existence.

**9. Botany.** Lectures, laboratory work and frequent recitations on:

(a) Cryptogamic botany—a study of protophytes, algi, fungi, lichens, liverworts, mosses, ferns—plant morphology, physiology and reproduction—gamogenesis, alternation of generations, symbiosis, etc.

(b) Spermatophytes — Structure, function and adaptation of roots, stem, leaf, flower, fruit, seeds, seedling, germination, distribution and classification of gymnosperms and angiosperms; plant societies and ecology.

**10. Nature Study.** A study of the environment of the school with special needs of teachers in the grades in view.

(a) Development of proper attitude to the subject.

(b) Familiarity with the common things—rocks, soil, streams, hills, rain, sunshine, clouds, fog, evaporation, condensation, thunder and lightning, winds, ice, frost, snow, floating bodies, atmosphere, germs, gas, burning coal, temperature, seasons, plants and animals, landscape architecture, tree planting, etc.

(c) Material for general exercises based on the science of common things.

**BUSINESS EDUCATION**

MR. DRAPER, MISS COLLINGS

**1. Elementary Business Education.** This course includes an elementary course in double entry bookkeeping, special study of business forms such as invoices, statements, checks, drafts, promissory notes and business arithmetic pertaining thereto.

**2. Farm and Household Accounting.** This course deals with the application of double entry bookkeeping to farm and household accounting, including the preparation of budgets, and cost records, and exercises in arithmetic pertaining to this course.

**3. Public School Finance and Accounting.** This course is offered especially to furnish for all teachers the basis of a definite understanding of the preparation of school budgets and the understanding of the factors involved in the making of tax levies for school purposes. Definite training for the keeping of public school accounts is the aim of this course.

**4. Contracts and Business Law.** A study of the laws concerning the formation, operation and discharge of contracts, principal and agent, master and servant, real and personal property, business organizations such as partnerships, stock companies, corporations, etc.

**5. Applied Arithmetic.** A general course with special reference to preparation for the application of arithmetic to business life in the State of Washington. A part of the course will be a thorough review to test the student's knowledge of arithmetic in general.

**6. Commercial Geography.** See Social Science 5, page 23.

**7. Typewriting.** This course is offered for a limited number of students in any one quarter. The purpose is not the training of expert typists, but simply the training of young people in the use of a typewriter for the ordinary correspondence of daily life. Credit may or may not be given for this course, according to the results attained.

**8. Stenography.** An elective course in shorthand will be offered.

**9. Penmanship.**

**10. Business English.** See department of English, page 16.

**EDUCATION**

MR. STEPHENS, MR. SWETMAN, MISS SHOLTY, MRS. MORTON, MISS GRUPE,  
MISS FARWELL, MR. SHRADER, MISS MORRIS

**\* † 1. Introduction to Teaching.** The aim of this course is to lay the foundation for the practice of teaching. (1) A general introduction to the profession, with special reference to, (a) the duties and privileges of the teacher, (b) the opportunities and rights of the child, (c) the problems and demands of the community. (2) An attempt is made to formulate a body of educational principles applicable to the problems of the elementary school. These principles are derived from the present facts of (a) psychology, (b) original nature of the child, (c) classroom practice.

**\* 2. Biological Factors in Education.** This is a descriptive course. The aim is to familiarize the teacher with the general principles of biology, pointing out the significant factors bearing upon present-day educational procedure.

**\* 3. Social Aspects of Education.** In this course an attempt is made to emphasize the school system as a social institution, both from the standpoint of origin and function. Special attention is given to the following topics: Social meaning of education, social function of the school, educational values, social motivation of the curriculum, social recitation, socialization of pupil activities, organization and utilization of the educational resources of the community, democratization of school organization, method and administration.

**\* 4. Problems of Elementary School Administration and Supervision.** This course is designed to cover the problems of town and city school administration. Special attention is given to the function, organization and administration of the elementary curriculum.

**† 6. Rural School Organization and Administration.** This course will deal especially with the county systems of administration of schools and with the various types of financial organization of rural schools thruout the United States. Special consideration will be given also to types of supervision of rural schools in the various states.

**8. School Management and School Law.** This course will be based upon the problems of elementary schools in general and

particularly rural schools within the state. The basal outline of the course will be the State Manual of Washington.

**\* † 9. The Measurement of Educational Products.** This course deals with the necessity for knowing the amount of change that takes place in human beings thru education. Emphasis is placed on measuring educational products objectively rather than by personal opinion. An acquaintance is made with the standard scales available for present use.

**10b. Education of Women.** The development of co-education and the present-day specialized training for women in industry and the professions.

**13. General Methods Applied to Elementary Schools.** A discussion of the common principles and procedure in the teaching of common school subjects in elementary schools.

**†14a. Observation and Practice in an Ungraded School.** For the purpose of demonstrating the organization of an ungraded school room a type room will be maintained for six weeks during the summer session. This room will be used for observations of elementary school projects and for illustrating special methods in teaching elementary grades.

**15. General Methods in Grammar Grades.** This course is intended for those who will engage in grammar grade teaching or in the teaching of all subjects in rural schools.

**\* 16. Special Methods and Observation in Grammar Grades.** This course is offered especially for those who are taking grammar grade work and will consist in the observation of actual teaching in the grammar grades, followed by the discussion of fundamental elements involved in such teaching. **\*a.** English and literature. **\*b.** History and geography. **c.** Arithmetic and science.

**\* 17. Observation and Supervision of Instruction in the Grammar Grades.** This course will consist in the observation of actual teaching in these grades and the discussion of principles involved. Special emphasis will be placed on vitalizing the courses of study and the supervised study-hour, and the adaptation of courses to the needs of the individual pupil.

**18. General Methods in Intermediate Grades.** This course is intended for those who will engage in general grade teaching or in teaching in the rural schools.

† 21. **General Methods in Primary Grades.** This course is intended especially for those who will engage in general grade teaching or in teaching in the rural schools.

\* † 22. **Special Methods and Observation in Primary Grades.** This course is offered especially for those who are taking primary work as a specialized course and will consist in the observation of actual teaching in the primary grades, followed by the discussion of fundamental elements involved in such training. \*†a. Reading and language. b. Number. c. Environmental study.

\* 23. **Observation and Supervision of Instruction in Primary Grades.** Opportunity will be given for the observation of teaching in the primary grades. Special periods will be given to the work. Textbooks used, the technique of handling subject-matter, profitable seat work, the program and work that should be done during a free period where children choose their project, will be given special attention.

\* † 27. **Classroom Projects.** Grades 1-4, inclusive. This course will deal with the aims and technique of projects suitable to the first four grades. Actual demonstration of some typical project will be carried out in the observation classroom maintained during the summer session.

## DEPARTMENT OF ENGLISH AND MODERN LANGUAGES.

MR. HINCH, MISS DAVIDSON

1. **Child Literature.** The material for the English courses in the primary grades will be examined and students will be asked to familiarize themselves with the best methods for utilizing it.

2. **Juvenile Literature.** This course offers a careful examination of the content of the English courses in the intermediate grades together with methods of presentation. The emphasis in this course is directed especially toward subject-matter for intermediate grade English.

3. **Reading and Voice Culture.** This course aims to fit students to place their voices so that they may use them most effectively, whether reading or speaking. Principles properly understood, constant practice, and abundant opportunity to change wrong habits for better ones, using material suitable for grade work, ought to make this a popular course as well as a very beneficial one.



**4. Types of Poetry.** Stressing always the material suitable for grade work, but using other material for the development of literary appreciation, this course offers a careful, intensive investigation of the various forms or types of poetry. Narrative poetry, epic, ballad, romance, tale; lyric poetry, the sonnet, ode, elegy, song, etc., form the subject-matter of a course designed to show students how to appreciate good literature.

**5. British Poets of the Nineteenth Century.** Wordsworth, Coleridge, Byron, Shelley, Keats, Tennyson, Browning, Mrs. Browning, Arnold, Morris and Swinburne are used as the basis to win an appreciation for the poetry of the greatest period of English literature. It is a study of poetry itself, not of the men who made it.

**6. Types of Prose.** This is a parallel course to 5, but deals with prose forms. The letter, the essay, the critical essay, the short story, prose fiction, etc., will be used to try to build up an appreciation for our great prose literature.

**7. The Drama.** The Miracle Play, the Morality, the Interlude will be examined to show the rise and progress of the English drama with the people. The secular drama of the university, the University Wits, Lyle, Greene, Peele, Kyd, Marlowe, culminating in Shakespeare to the closing of the theater in 1640 will form the core of the work, with the stress upon the genius of Shakespeare.

**8. Contemporary Literature.** The contemporary field of poetry, prose and the drama will alternate from quarter to quarter to offer to the student an outlook upon our wonderfully prolific period.

**9. Formal English.** This course will aim to show a student how to fit himself easily and quickly to spell well and punctuate well ordinary prose.

**10. Business English.** The demand of the business world for efficiency should convince the student that the school owes to the community that it fit all children and students to step into the life of the community in all respects. This course should show students exactly what is good form in the business world and that all should keep the standard high and up-to-date.

**11. Dramatization in the Grades and Special Programs.** This course solves the problem of school entertainments. The work consists of preparation and presentation of suitable material for all occasions in the primary, intermediate and grammar grades.

**12. The Bible as World Literature.** Simply a reading course to offer opportunity for becoming acquainted with the world's greatest storehouse of first-rate literature.

**13. Dramatics.** The work consists of technique of play production and presentation of plays under student management with special regard to rural social center work.

**14. Public Speaking and Advanced Composition.** This course is intended especially for those who wish and are qualified for the equivalent of a college freshman course in English. The course will be devoted to a non-technical training in, and practice of, informal speaking to a group of persons. The subject-matter of the discussions will be current literature and present-day problems.

### **FRENCH**

MR. HINCH

- 1. Elementary.** Beginning simple spoken French.

### **SPANISH**

MR. HINCH

- 1. Elementary.** Beginning spoken Spanish, pronunciation, grammar and composition.

## **HOME ECONOMICS AND HOUSEHOLD ADMINISTRATION**

MISS LIBERT

**1. Elementary Cookery.** Lecture and laboratory work. Production, manufacture and chemical composition of foods. The effect of heat, cold and fermentation upon foods and their use in the body. Fundamental principles governing their selection and preparation.

**2. Advanced Cookery.** Lecture and laboratory work. Intensive study and manipulation in preparation of foods. Serving meals, refreshments and packing lunches.

**3. School Lunch Room Cookery and Management.** Lecture and laboratory. Planning of menus. Preparation of food in large quantities. Marketing. Study of plans and equipment for lunch rooms, cafeterias and tea rooms. Expert service, catering, banquets, care of equipment. Lunch room accounting.

**6. Elementary Sewing.** Notebooks containing models to be used as reference in teaching. Use of the sewing machine. Straight line draft and commercial patterns. Making of simple garments.

**7. Dressmaking.** The alteration and adaptation of commercial patterns in the making of dresses. Stress is laid on correct cutting and fitting, appropriateness of materials and style of garments. Washable silk and mixed woolen materials used. As great a variety of garments as possible will be made.

**11. Methods of Teaching Cooking and Sewing.** Study of general methods and special methods for home economics. Making of lesson plans, study of courses of study for different types of schools. Making of course of study for certain types of schools.

**12. Practice Teaching.** Teaching of cookery and sewing in the Training School.

**18. Chemistry.** A general course in the elementary chemistry, organic and inorganic.

## KINDERGARTEN

MISS SMITH

**1. Introductory Course.** Physical and mental development from birth thru early childhood. Special study of development of control of the body from fundamental to accessory movements; language development; meaning of play; imitation, etc.; ways of responding to the child's needs.

**Handwork for Kindergarten and Primary.** (See Art Department, Course 11, page 10.)

**Literature for Children.** (See English Department, Course 1, page 15.)

**Kindergarten Songs and Rhythm Work.** (See Music Department, Course 7, page 21.)

**7. Kindergarten Curricula.** Summary: Function of the kindergarten in the educational system of today; suitable subject-matter; lesson plans; yearly outlines; supplies and furnishings for new kindergartens; yearly supplies; plans for kindergarten rooms and buildings.

**8. Kindergarten Methods.** A general course in kindergarten methods as a preparation for primary work.

**LIBRARY TECHNIQUE AND ADMINISTRATION**

MISS LEAF, MRS. ROEGNER

1. An elementary course which aims to teach the students how to use a library. Part class work and part practical work in the libraries. The course covers such subjects as indexes, classification, cataloging, periodicals, dictionaries, encyclopedias, etc.

**MANUAL TRAINING COURSES**

MR. WHITNEY, MR. ANDERSON

1. A general view of the field of manual training and industrial training. This course is designed as a culture course for all Normal students that they may be informed concerning so important a field of educational endeavor. Lectures and assigned readings. No prerequisite. Non-laboratory.

\* 6. **Beginning Bench Work.** The use of the common wood-working tools will be taught by demonstration and practice. The practice in their use will be had by making small pieces of furniture. Enough drawing will be given to enable students to draw the things they make. Emphasis will be placed on problems suitable for elementary grades. No prerequisite.

7. **Advanced Bench Work.** This is a comprehensive course for prospective teachers of manual training. Emphasis will be placed on technique. Students will prepare and give demonstrations before the class. A study of nails, screws, glue, woods, etc. Some time will be given to working out class and individual problems. Course 6 required.

\* † 10. **Manual Training Projects.** Forging, harness mending, shoe repairing, soldering. The aim is to give the teacher a brief acquaintance with the problems that confront the country boy, so there will be typical problems in iron, leather and rope. Cement work. The aim is to teach the fundamental principles involved in concrete construction, to make a set of projects involving the knowledge of a variety of ways of making and finishing concrete, to develop skill and accuracy in the handling of material, to teach the use and proper care of the necessary tools about the work, and to show the methods of presenting the subject-matter in public school work. No prerequisite.

**10b. Manual Training and Farm Mechanics**, with special reference to rural school conditions. This course will deal with typical farm problems in wood, iron, rope and leather and will aim to acquaint the teacher with conditions that the rural school boy and girl encounter every day.

**12. Beginning Printing.** No prerequisite.

**15. Studies in Vocational Education.** An analysis of the conditions underlying the social demand for vocational education. Studies of current experiments and proposals for improving the scope and quality of the subject in such a way that Normal students may use in a practical way the material presented. No prerequisite.

**16. Methods, History, Development, Present Status, Aims in Manual Arts.** Lectures and assigned readings. Emphasis will be placed on present status, aims and methods. A study of some current experiments in industrial arts will be made. Elective and required of special manual training students.

**\* † 17. Elementary Handwork.** This course is to meet the needs of teachers of the first five grades. Work will be given in cardboard construction, clay, and toymaking with thin wood. Special attention will be given to project teaching methods. 3 credits.

**\* 19. Modern School Plant.** A study of physical conditions desirable to promote the health and physical welfare of children in the public schools, proper lighting, heating, ventilation and decoration of the school room. Treatment of playgrounds.

## MUSIC

MISS ROSSMAN

**1. Sight Reading.** A course in the elements of music dealing with tone and its representation upon the staff, scales—major and minor—chromatics and intervals. This course leads to sight singing in one part. Ear training.

**2. Public School Music.** A course dealing with the problems of the kindergarten and work of the various grades, choice and use of material, voices and interpretations, work in practice teaching. Subject-matter and methods for ungraded and small schools in third class cities.

**3. Chorus Singing.** Thruout the year. For the study of cantatas, oratorios and part songs. Open to all students of the school who have some knowledge of music.

**7. Kindergarten Songs and Rhythm Work.** To supplement the work in the general music courses by special emphasis on work with the youngest children. Teaching of songs. Best songs, instrumental music and records for kindergarten purposes. Other means of cultivating the child's feeling for music thru rhythm work, inventing simple melodies, etc.

## **PHYSICAL EDUCATION**

MISS WILMARTH, MISS LUTZ

**† 1a. Playground Theory.** This course presents the aims of playground work in elementary schools, investigates the fundamental educational values in play and the development of playground facilities. Definite instruction is also given in appropriate games for children of school age.

**1. Plays and Games,** with especial reference to the lower elementary grades, including games suited to the school room and playground and singing games. The meaning of play in the life of the growing child—the play period of childhood.

**† 2. Plays and Games,** with especial reference to intermediate and grammar grades, including playground theory, origin and development of the playground movement, equipment and supervision of playgrounds. The social and educational possibilities of play and the development of play in the individual and in society.

**† 6. Corrective Gymnastics.** Special corrective exercises designed to give personal instruction and individual training suitable for children of public school age.

**† 7. Health Problems and Physical Diagnosis,** designed to enable the teacher to detect easily the ordinary defects of the child which bar his progress in school life, to suggest a means for the remedy of defects and for the maintenance of good health. The health of the teacher.

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† Tacoma.

**PSYCHOLOGY**

MISS GRUPE, MR. SWETMAN

**\* 1. Applied Psychology.** An investigation of the technique of schoolroom procedure and of modern methods of teaching and the evaluation of such technique and methods from the standpoint of present-day facts of psychology.

**5. Social Psychology.** Social instincts and their significance in education. Socializing influence in the life of the individual. Gangs, clubs, customs, traditions, fashions, prestige, recreations, vocations of men and women, war, antisocial individuals and any other subject which has immediate application to the needs of the class or school.

**\* † 6. Mental and Vocational Tests.** The purpose of the course is to give acquaintance with the psychological, educational and vocational tests and scales now available; to give practice in the statistical treatment of results and in the standardization of new tests.

**† 7. Psychology of Special Subjects.** The learning processes involved in reading, writing and spelling required in the public schools are analyzed and discussed. The literature of experimentation in these subjects is read and reported by the students. The literature on the psychology of arithmetic and art will be read and discussed. Studies of a psychological nature pertaining to other branches of the elementary curriculum will be reviewed.

**SOCIAL SCIENCES****Sociology, Economics and History**

MR. SMYSER

**1. American History—Special.** This course, which presupposes a high school course in American history, will cover one or two special phases of American history and different phases in different quarters, such as: a. Industrial and economic history; b. International relations; c. American democratic institutions; d. Manners and culture; e. Other special phases.

**2. Development of Political Institutions.** A study of the development of the state, the theory of the state, and of methods of administration.



**3. Current History.** A study of the history of the day with a view to the formation of habits of continuous self-education thru the reading of current literature.

**4. The Pacific Northwest.** This course will include the physical resources and the history of the Pacific Northwest and especially of Washington. It will include the more important stories of the state history and such descriptive facts as should lead to a genuine appreciation of the accomplishments and opportunities of the people of the state.

**5. Commercial Geography.** A study of raw materials forming the basis of commerce and of the machinery of commerce in general.

**6. Introduction to Economics.** This course is intended to introduce the student to the study of economics, not thru a study of the general principles of economics, but rather thru the study of interesting economic facts relating to land ownership, methods of production, co-operation, etc. It will give the prospective teacher material for enriching and humanizing the work in geography.

**7. Types of Industries and Occupations.** This course includes a study of the general principles of business and industrial organization, a study of the chief industries of the Northwest and the vocations and occupations connected with them.

**8. Descriptive Sociology.** A study of the social life, institutions and legislation of some one country with comparisons with other countries. The work will center about different countries in different quarters: a. England, b. Germany, c. New Zealand and Australia, d. France, e. Scandinavian countries. This course is intended to aid in the teaching of geography and civics, to meet the conditions likely to exist after the war.

**9. Social Surveys and Elementary Statistics.** A study of surveys of different types, the methods of making the survey and of exhibiting and utilizing results—industrial surveys, religious surveys, school surveys, etc.

† **10. Rural Sociology.** A study of the social conditions of rural communities and of the factors which contribute to rural life.

**11. Democracy.** A study in history and literature of the growth of the ideal of democracy with attention to some of the



recent developments of initiative, referendum, recall, commission government for cities, the short ballot, proportional representation as related to democracy. Some of the relations of democracy to literature, art and religion will be considered.

**12. Scientific Management.** A study of the general principles of scientific management as applied in modern industry with reference to their application to school management, instruction, personal culture and efficiency.